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ABSTRACT

This proceedings contains reports from nine states on welfare reform efforts and their effects on community colleges. Reports are presented from the following states: (1) South Carolina, reviewing the state's efforts to create an alliance with local businesses to train a self-sufficient work force; (2) Wyoming, revealing that a skills training program has been developed to teach both life and basic skills at selected community colleges; (3) Utah, indicating that several state services have been consolidated into career centers on community college campuses; (4) New Mexico, highlighting the goals, characteristics, and major concerns related to the state's reform efforts; (5) Iowa, describing the current status of the state's community colleges with respect to funding, accreditation, and enrollment in vocational education programs; (6) Florida, including a table comparing work requirements in federal and Florida law and a discussion of the potential negative effects of welfare reform on community colleges; (7) Colorado, indicating that the state has not yet resolved key legislative issues related to welfare reform; (8) California, reviewing program enrollments and student characteristics at the state's community colleges, as well as the colleges' role in welfare reform; and (9) New York, reviewing six key issues related to welfare reform that will affect higher education in the state. (YKH)

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Proceedings of the Annual Meeting of the National Council of State Directors of Community Colleges
(Anaheim, CA, April 12, 1997)

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Compiler

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Table of Contents

1. South Carolina's Report on Welfare Reform
South Carolina State Board for Technical and Comprehensive Education

2. Welfare Reform in Wyoming
Wyoming Community College Commission

3. Welfare Reform in Utah
Utah System of Higher Education

4. Welfare Reform in New Mexico

5. Iowa Community College Issues, 1997-98
Iowa Division of Community Colleges and Workforce Preparation

6. Florida's Welfare Reform Legislation. Background Information
Florida State Board of Community Colleges

7. Welfare Reform in Colorado
Colorado Community College and Occupational Education System

8. Welfare Reform in the California Community Colleges
California Community Colleges

9. Welfare Reform: Roles that Education Can Play
New York Commissioner of Education

SOUTH CAROLINA
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

SOUTH CAROLINA'S

REPORT ON WELFARE REFORM

NCSDCC
American Association of Community Colleges
Anaheim, California

April 12, 1997

SOUTH CAROLINA
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

NCSDCC REPORT ON WELFARE REFORM

The South Carolina Family Independence Act of 1995 substantially anticipated the federal welfare reform legislation passed in August of 1996 (The Personal Responsibility and Work Opportunity Reconciliation Act). Therefore, the South Carolina State Plan submitted in October 1996 was found to be complete and comprehensive in the federal review. The major difference between the two Acts is the length of time allowed for welfare assistance: Federal is "up to five years of eligibility" and State is "limit of two years."

The Family Independence Act (FIA) gave special prominence to the role of technical education:

Part VII
Administrative Reforms

Technical Education Partnership Initiatives

Section 5 (A) The Department of Social Services in conjunction with the State Board for Technical and Comprehensive Education shall:
(1) work closely with businesses and industries in South Carolina to design curriculums to produce students with skills needed by these businesses and industries;
(2) develop specially designed curriculums that target and train AFDC clients in keeping with the clients' identified aptitudes, interests, and abilities for occupations identified by the Employment Security Commission as the top growth occupations of the future.

(B) For the next three years the Department of Social Services and the State Board for Technical and Comprehensive Education shall report before January first to the Governor and the General Assembly on the projects completed under this section, the number of AFDC families served, and shall evaluate their effectiveness in assisting AFDC families in becoming self-sufficient.

Substantial progress has been made in implementing the Technical Education Partnership Initiatives. From a status where the Department of Social Services (DSS) and the technical colleges had only occasional and limited contact, A new cooperative working relationship has been established on behalf of Family Independence Act (FIA) clients, their potential employers, and their communities.

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- Cooperative agreements have been signed between each of the technical colleges and the county DSS offices in their respective areas;

- The energies and resources of DSS and the technical colleges are focusing on implementing the most effective partnership in providing education and training which will lead to self-sufficiency for FIA clients;

- Some outstanding successes have been achieved in designing appropriate curricula, referring clients, assessment and placement, assisting with financial aid, providing training, and assisting with employment referral and placement; however,

- Implementation of FIA has been a formidable task and the Technical Education Partnership Initiatives are still a work in progress; and

- Substantial barriers have been identified relating to policy, accessibility, appropriate levels of education/training, and resources/funding.

While the partnership is invaluable, it is still very early in its implementation and there are significant limitations. Some areas of the state have been able to build strongly on this partnership, to date, whereas many regions are only now beginning to define its potential and take steps to realize it. Still other areas face formidable barriers of accessibility and are limited by histories of little cooperation. Most notably, it appears that the level of technical college education is much higher than the basic skill levels of most FIA clients.

One county DSS director reported that the technical college enrollment requirements only fit their "Job Ready" customers. Clients are not referred to college if they can be placed in jobs. Clients need lower level training to improve skill levels for those who test at 6th and 7th grade levels and below.

Nevertheless, there are numerous education and training needs which must be addressed. The following recommendations were derived from reports submitted by DSS directors and technical college academic leaders.

1. That the Technical Education Partnership Initiatives continue to be emphasized and developed to its fullest capacity;

2. That it be recognized that more basic education and skill development is the greatest need for FIA clients, and that steps be taken to strengthen and enhance these resources;

3. That conflicting federal, state and local legislation, policies and procedures be studied and recommendations developed to resolve conflicts and foster a mutually supportive system of welfare reform; and

4. That recommendations be developed regarding resources and funding to deal with accessibility and availability of appropriate education and training resources.

In the meantime, baseline information has been established to identify the number of FIA clients enrolled in technical college programs prior to the implementation of welfare reform. This baseline 1995-96 data compared the August 1995 clients (17 years of age and older) to technical college enrollment during 1995-96 academic year:

Number of DSS clients*:

On the roster in August 1995:	31,743
Enrolled in credit programs in the technical colleges:	
Certificates (short-term)	506
Diplomas (one-year)	291
Associate degrees (two-year)	1,049
Total enrolled in credit programs	1,846
Enrolled in continuing education (non-credit) courses:	970
Enrolled in Special Schools:	138
GRAND TOTAL	2,954

*Meets criteria for mandatory placement in vocational training or employment, 17 years of age or older.

The large number of DSS clients enrolled in associate degree programs selected business-related programs, i.e., office systems technology (138), accounting (58), general business (36), marketing (11), management (24). 133 DSS clients enrolled in computer technology. Overall, there were 1,049 DSS clients enrolled in associate degree programs.

A large number of the DSS clients enrolled in diploma programs selected health-related programs, i.e., practical nursing (80), surgical technology (25), respiratory care technician (14), dental assisting (17), medical assisting (9), pharmacy technician (1), medical lab office assisting (1). There were considerable numbers enrolled in cosmetology (38), automated office (32), and early childhood development (32). Overall, there were 291 DSS clients enrolled in diploma programs.

The enrollments in certificate programs were more difficult to generalize. Each technical college offers its own unique certificate programs tailored to the employment and training needs in its service area. The titles of the certificates covered programs from automotive heating and air conditioning to welding, from advanced hospitality to word processing. Overall, there were 506 DSS clients enrolled in certificate programs.

In the first full year of implementation of the FIA, the existing programs in the technical colleges were adequate for most of the FIA clients to meet skills needed by business and industry. The new programs that were developed included Job Club I and II, which focused on finding a job, resume preparation, budgeting salary, etc. Students in Information Processing (INPR) completed the course in two semesters instead of three. The Machine Operator course was completed in 40 hours, simulating a typical work week. Commercial Driver's License, Welding, and Certified Nursing Assistant were other programs started for FIA clients. One college developed a series of certificate programs to provide a "ladder" approach to serve the needs of FIA clients who need short-term training for immediate employment.

Identification of Specific Barriers

Basic Skills - The largest single barrier to participation in technical college education and training was the basic skills level of FIA clients. Statewide, 51.2% of the clients have less than 11 years of schooling, and some counties' rates are over 66%. Even these levels of education were poor indicators of basic reading and math competency. As of June 30, 1996, 3,490 clients who were open cases on the work support data system had been administered the TABE (Test of Adult Basic Education). The average test score for these clients was 5.6 grade level. Additional current reports from county DSS offices substantiate these very low scores. It is generally agreed that functioning at the 8th grade level is necessary for even menial service jobs where the ability to read labels or instructions and compute simple math is required. A 10th grade level proficiency or above is necessary if any forms or simple reports are to be completed. Further, functioning at a 9th or 10th grade level is necessary in order to complete a high school diploma or GED. Entry into associate degree programs and some diploma or certificate programs in the technical colleges require a higher proficiency level than necessary for the GED or minimal high school graduation requirements.

Even the most flexible remedial and developmental programs of technical colleges do not address these low competency levels. Even when adult basic education is offered, completing it along with any trade or skill training extends well beyond the two-year limit for FIA stipend support. Therefore, while technical college resources may be targeted for creative and flexible response to FIA clients, the bulk of these clients require much more basic services and/or identification for Special Education status. The Report on the Technical Education Partnership Initiatives completed by DSS county offices for this report consistently indicated this as a major concern. Other educational and training resources used by DSS clients were: adult education and literacy programs, vocational education programs, JTPA, Urban League-IBM, and S. C. Vocational Rehabilitation. Regardless of the value of the partnership with the technical colleges, a major initiative to address basic skills training for most clients is clearly needed.

Access Barriers - The 16 technical colleges and their off-campus sites cover the entire state. Nevertheless, a few counties reported that geographic distance is a major barrier for FIA clients. The flexibility of the technical college system to provide classes almost any time and place where there is an interest and a need, may help to overcome this barrier to some extent. As FIA services better define the education and training needs of its clients, a core of clients with specific interest

and potential may be defined and arrangements made to "make a class". However, the low numbers involved and the diverse focus of the training may limit the effectiveness of this approach as well.

The development of distance learning is an alternative to the traditional classroom. Although still in its early stages, distance education is operational among the 16 technical colleges and provides the opportunity for instructional delivery to small class enrollments. This is a new delivery method for the colleges and some are more advanced than others. However, this does expand the number of locations and course offerings for students.

Geographic distance is also a function of time, money, and a transportation system. The lack of transportation and finances to underwrite it will be further addressed below, but sparse population in remote rural areas presents a formidable barrier for access to all services including technical education.

Another aspect of access is cultural/social distance. Some FIA clients are unable to bridge the distances of self-confidence and openness to the technical college experience. DSS offices have taken various approaches to overcoming these barriers. Some counties have had visitor days at the technical college for groups of their clients. The immediate result is limited (e.g., 80 persons visited and seven enrolled) but there may also be long-range benefits to these exposures. One college prepared notebooks for all DSS case managers describing the various certificate and diploma programs offered. The same college also provides and maintains two kiosks for clients at the DSS office with information on training opportunities, and they fax notices of job openings as well.

Service Barriers - Public transportation systems which would make technical colleges more accessible are lacking in many parts of the State. While this is an urgent priority of the State and extensive planning is underway, currently it inhibits the full utilization of technical college resources.

FIA seeks to assure that transportation and child care services will be provided for clients as a part of the ISSP (Individual Self-Sufficiency Plan), but numerous counties are finding their resources for these services will not cover all of the needs. Especially where public transportation does not exist, it is not cost effective to pay for extensive travel.

Legislation, Policy and Procedure Barriers - A very basic conflict exists between the short-range priorities of welfare reform legislation. The overall goal is economic and social independence for FIA clients and their families. The short-range requirement is that they become employed within a two-year period (S. C. Legislation). While the value of actual job experience as opposed to generalized preparation and education cannot be denied, there are clearly tradeoffs to-one approach versus the other. This policy and priority conflict is well illustrated in the Technical Education Partnership which FIA prescribes.

Counties regularly report that in order to meet their goals they must do job placement rather than referral to the technical colleges. The job placement goals of 4.5 placements per case worker per month preclude the more competent clients from entering technical college programs. One county summarizes it well:

> The enrollment requirements (for technical college) can be met easily by our "Job Ready" clients; however, with our job placement goals in place, these clients are steered toward employment rather than technical training. Our "Not Job Ready" clients that need additional training do not meet the enrollment criteria.

The nature of the time constraints and the limited funds to pay for education make the most viable technical college offering the short-term certificate programs. A number of the colleges have been very responsive to this need in establishing certificate programs for CNA (Certified Nursing Assistant), CDL (Commercial Driver's License), Manufacturing Operations and Customer Services. However, there is an abiding concern by some DSS directors that entry level positions may not lead to self-sufficiency.

Other technical colleges and counties in their service areas find that Continuing Education would be the most serviceable for FIA clients. These 'non-credit programs" must be self-supporting, and students do not qualify for financial aid. Currently, DSS does not have funds to underwrite these fees.

For "credit programs," the colleges have been very helpful in accessing Pell Grants and other resources for FIA clients. Even though these resources are threatened, the technical colleges reported that financial aid requested by FIA clients was available for full-time and part-time enrollment in certificates, diplomas and degrees (credit programs). The colleges reported that all documented FIA clients who applied, received financial aid this year, but that the numbers were small.

From the point of view of the technical colleges as well, the legislation creates a number of dilemmas. On the one hand, the colleges are mandated to be an educational and training resource for the entire State, and the cooperative agreements with DSS specify flexibility in including remedial and developmental services as needed. On the other hand, it is difficult to be all things to all people and undergird clients who lack basic preparation. Some colleges are providing work readiness and job retention training as well as basic education and specific job preparation. Others are finding it difficult to bridge the gap between their minimum entrance requirements and the FIA client's competence level. It is recognized that welfare reform is still a developing art. These issues are raised to assist in improving policy and practice.

Funding Barriers - Funding affects availability of access (transportation), other support services, underwriting the cost of courses, and payment of tuition/fees. Some of these barriers may be overcome by reallocation of existing resources and by innovative approaches which other colleges or local DSS offices have pioneered. Others would require legislative, policy, or appropriation changes. The experience of the Partnership will help determine what changes should be

considered. However, this initial year of implementation, while providing many clues, may be too short a time to fully understand which barriers are real or perceived, and which are the result of incomplete implementation. Nevertheless, a primary problem is that the two-year window of opportunity before clients are sanctioned requires a heavy allocation of resources to meet identified education and training needs of clients.

To remedy these barriers, collaboration efforts are underway with adult education, literacy, technical colleges, vocational education, and DSS to pool ideas and strategies for solving the basic skills problem while clients receive vocational training. Access barriers can be minimized as DSS clients progress from the basic skills training to technical training. Transportation and child care needs are a constant concern in South Carolina but efforts are underway to relocate training opportunities in South Carolina in the rural areas. DSS is revisiting the S. C. legislation for amendments which would make it more compatible with Federal legislation. In a relatively poor State, adequate funding for education and training will continue to be a problem.

The South Carolina Department of Social Services reports a reduction in the welfare rolls of 30%, from 50,035 cases in January 1995, to 34,829 cases in February 1997. A case consists of one household or one family unit. In August 1995, there were 31,743 DSS clients who met the criteria for mandatory placement in vocational training or employment and were 17 years of age or older. The average number of job placements per month is 1,000 DSS clients. Job retention of at least 90 days is at 73%.

Regarding the effect of the Child Care Block Grant on the technical colleges, we cannot quantify at this time what that impact may be. Our Student Services Offices may counsel students regarding resources available for child care.

The amount of funding under the Child Care Block Grant is essentially the same as it has been since the ABC (**A**dvocate for **B**etter **C**are) Voucher System was started in 1993. In South Carolina, the primary change with the advent of welfare reform is that all of the vouchers are now being allocated to current and former Family Independence (welfare reform) clients. In prior years low-income families could qualify for these vouchers without being a welfare client. The child care needs of clients which are mandated to participate in welfare activities, and the former clients which have found jobs (and therefore qualify for transitional child care) is anticipated to use all of the funds which the Child Care Block Grant provides. Should experience show that these welfare reform child care needs do not use all of the slots, there is a concern to begin allocating vouchers to non-client low-income families again.

In conclusion, the technical colleges anticipate less enrollment of DSS clients due to a greater number of job placements, more DSS clients being referred to adult education/literacy and limited vocational training, and the reduction of number of families on welfare. Legislation was enacted less than two years ago and South Carolina believes it has made great strides in developing and training a larger workforce. The partners in this endeavor have kept the clients' interests and concerns in the forefront.

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Welfare Reform in Wyoming

William H. Lovejoy, Director of Information Services

The Legislation

The Aid to Families with Dependent Children program became the Personal Opportunities with Employment Responsibilities (POWER) program with the passage of the primary reform legislation. It provided for a federally-funded program of public assistance and a separate state-funded program.

In the development of this legislation, Community College Commission staff worked closely with the Department of Family Services and legislators under the premise of providing equal access to educational opportunities for all of the clients served by the Department of Family Services.

In one provision of the bill, the Department of Family Services was mandated to establish a skills training center pilot program in coordination with the college commission to provide training to individuals identified through an assessment process. Funding for the training center programs was specified to be not less than 2.5% of the total Maintenance of Effort funds of the Department of Family Services.

The skills centers will assist individuals in developing life skills as well as basic skills, and the pilot projects will be initiated on July 1 at Laramie County Community College and Eastern Wyoming College, in urban and rural settings. With successful evaluations, it is anticipated that the centers will be installed in some scale at the other five community colleges. The assessment of individuals for entry into the centers will be accomplished by a team comprised of Family Services field representatives and community college officers. At current levels of Family Services funding, the minimum funding level is approximately $330,000, though it is anticipated that the initial two programs will require about $400,000.

Another provision of the bill relative to education, and second in priority to the skills centers, allows some individuals on public assistance to complete an approved educational program at the University of Wyoming or the community colleges—baccalaureate, associate degree, or vocational program. The caveat is that the Department of Family Services may specify particular courses of study that do not generally lead to employment and will not be approved.

Individuals considered under this provision include some 370 clients previously enrolled in credit higher education programs. Individuals must also meet employment assessment and eligibility requirements, and if full-time students are required by federal regulation to work, the legislation creates a state funds only program to assist such students. Additionally, work participation requirements for those in state postsecondary education programs may be waived for one year.

For qualification as a full-time student, individuals must be enrolled for a minimum of twelve credit hours per semester and must complete thirty or more hours per year. A full-time student is exempt from work or

community service except that the individual must work at least 32 hours per week for at least ten of the sixteen weeks prior to starting the educational program

The Effects

Students currently enrolled and meeting Department of Family Services requirements and college educational standards will be able to complete their programs. Maintenance of Effort (State) funds will support this provision. The current enrollment of Family Services clients should not decline significantly in the short term, though future enrollments are anticipated to decrease in number.

Additional Family Services clients may enroll in credit programs leading to a baccalaureate or associate degree or a vocational certificate, and if the work requirements do not meet federal guidelines, state funds as available will be utilized to support the program. Students in this program must show a willingness to work prior to enrollment and will be expected to be involved in summer school or to work during the summer.

The skills center provision in the legislation will create or augment programs at the community colleges. The skills centers are envisioned as far more encompassing than simply meeting the needs of welfare reform, and additional cooperative ventures with the Department of Employment will expand them to include workforce development efforts in the state.

Beyond welfare reform and the educational opportunity related to it is a need for economic development that is still being addressed. Wyoming still needs to create more jobs for program completers or the end result of reform will not be as successful as it could be.

Legislation: Original House Bill No. 186B, Enrolled Act No. 121, House of Representatives

WELFARE REFORM IN UTAH

The 1997 Utah Legislature passed legislation consolidating several federal programs in different state agencies including Office of Family Support, Department of Employment Security, and the Office of Job Training into one new Department of Workforce Services. Several programs and funding sources from Health and Human Services were included in this new Department. It is hoped that services to clients can be streamlined through one stop career centers located on many of our community college campuses, and effective coordination between many DOL, HHS, and the displaced homemaker program from Carl Perkins. The changes are far reaching and affect over 2000 state employees.

The recent welfare reform federal legislation has not, as yet, had significant impact on the community colleges. This is due, in part, to the fact that Utah sought and received 55 waivers from the Federal government prior to the new legislation. There had already been pilot projects in the state to study the effectiveness of the waivers on our welfare programs. It was a fairly small step to expand these projects statewide when it became appropriate to do so. The emphases on Utah's reform efforts over the last several years has been to move families into unsubsidized employment at a livable wage appropriate for their individual family situation as quickly as possible. Their success has been evidenced by the fact that individuals leaving the assistance program are earning an average of 58% more than they were receiving while under the various assistance programs. The impact of reform efforts, in limiting training time, probably has not been as severe on our educational programs as we originally thought, because Utah has been experiencing an extremely positive economic environment and colleges have had significant growth in enrollments from other sources over the past several years.

There have been and will continue to be significant efforts in welfare reform and workforce development in Utah. The Utah System of Higher Education has been closely involved in the development of the direction and implementation of those changes. Included are extracts taken from summaries of the new Department of Workforce Services which highlight and our welfare reforms efforts.

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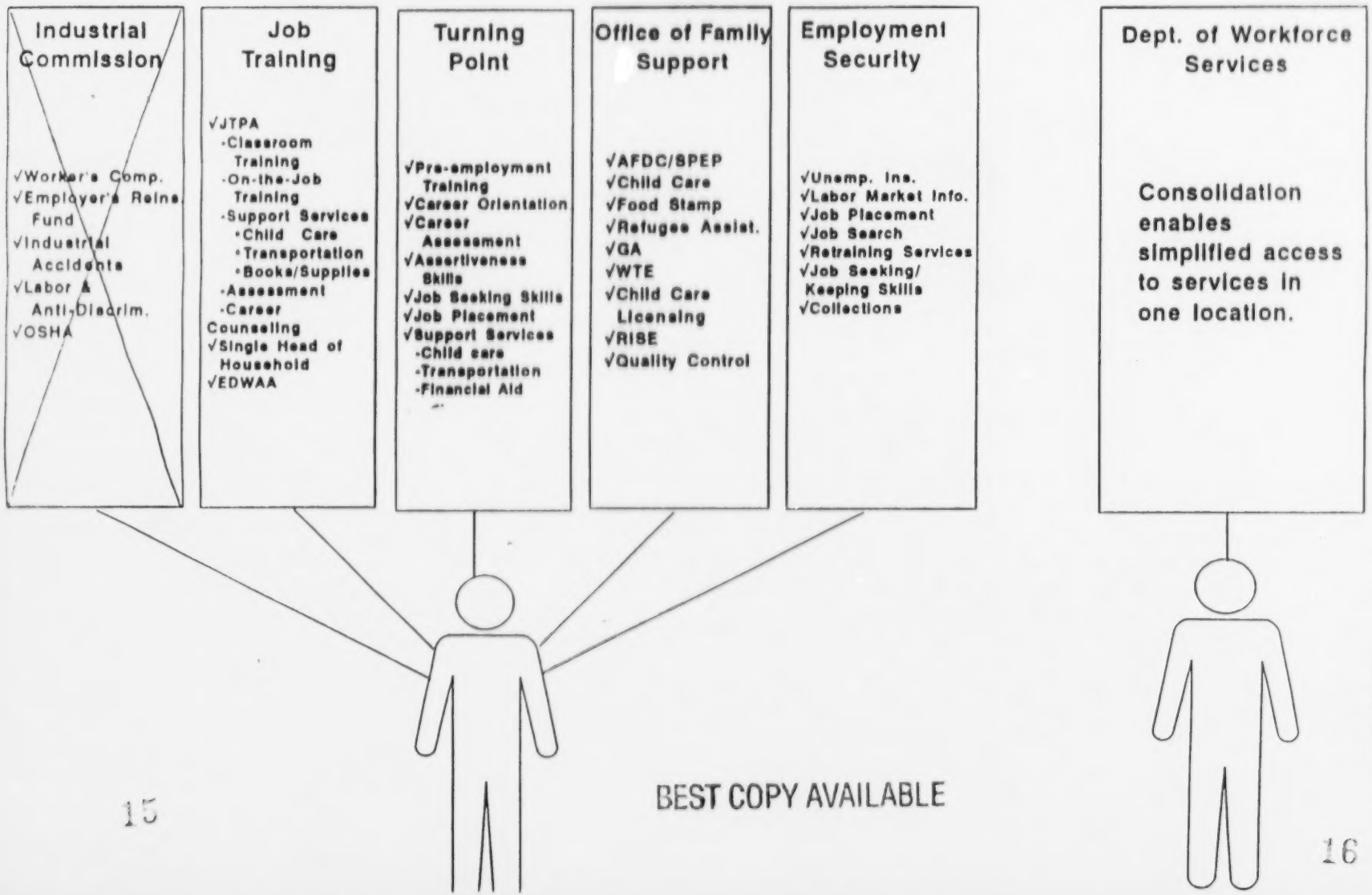

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ATTACHMENT 3

WELFARE REFORM - WHERE IS UTAH?

Utah has been a national leader in changing the welfare system from an entitlement program to an employment-focused program. The Family Employment Program, Utah's innovative welfare reform effort, began in January 1993 and was initially known as the Single Parent Employment Demonstration Program (SPED). The initial startup offices were so successful in moving clients into employment, that the program was implemented in other areas of the state. By July 1996, the Family Employment Program was implemented statewide even before the ushering in of federal welfare reform with the signing by President Clinton of the Personal Responsibility and Work Opportunity Reconciliation Act on August 22, 1996.

One of the key strengths of the Family Employment Program has been the dramatic philosophical shift and continual focus on this new philosophy. The main goal of the Family Employment Program is to increase family income by supporting employment and increased child support collections. This is a radical departure from traditional welfare which sought to maintain families financially by providing a basic sustenance.

A NEW PHILOSOPHY

The Family Employment Program radically changes the old entitlement system by emphasizing four main principles:

1. **Self-sufficiency planning occurs before eligibility determination with diversion from ongoing cash assistance as an option.**

   In order to stress the program's employment focus, self-sufficiency assessment and planning occurs prior to an eligibility interview. From the customer's initial contact with the agency, participation requirements and the program's employment goals are clear.

   Under the diversion component, people with immediate employment prospects or other sources of income are offered job placement assistance, a financial payment to meet immediate needs, and transitional medical and child care support services.

2. **Universal participation in employment-related activities is mandatory based on individualized self-sufficiency plans.**

   Every parent regardless of age, or the age of their children, develops a self-sufficiency plan and participates in appropriate employment-related activities. There are no exemptions. Illness, medical problems, lack of transportation, and time to search for quality child care are taken into consideration in developing the plan.

   Children over age 16 who are not in school are also required to participate in activities which support school completion and employment.

   Plans are individualized. The number of participation hours vary from one participant to another, just as the type of activity varies. One participant may be working full-time, another involved in mental health treatment, another in full-time education and yet another in part-time work combined with education.

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Child support is emphasized. Child support collections are expedited for diversion cases and cases with earnings

Participation is supported. Families participating in full-time self-sufficiency activities receive an extra $40 payment per month. $8,000 in equity value of one car and educational income is not counted.

An improved conciliation process has been implemented. If a parent does not participate in agreed-upon employment activities, the grant is reduced by $100 a month until the parent chooses to participate. After a formal conciliation process, continual non-participation results in complete case closure. When the parent resumes participation, the full grant is restored.

3. **Employment is supported rather than penalized.**

Cash assistance: With traditional welfare, the financial incentive for working was time limited. After the first four consecutive months of employment, every dollar earned (over the first thirty dollars) resulted in a grant reduction of one dollar.

In the Family Employment Program, the first $100 plus 50% of the remainder of earned income is not counted when determining the financial grant. This incentive is not time limited

Food Stamps: In order to take into account work expenses, $100 of earnings are not counted as income.

Transitional Medicaid and Transitional Child Care: Any family with earned income that leaves assistance because of income, from any source, qualifies for transitional benefits. Transitional Medicaid is available for 24 months and Transitional Child Care is available indefinitely based on a sliding fee schedule.

4. **Cash assistance, Food Stamp, Medicaid and Child Care rules are simplified so that staff and participants can focus on self-sufficiency rather then eligibility requirements.**

STATE PLAN

Utah submitted its Temporary Assistance for Needy Families (TANF) state plan on September 30, 1996. The state plan submitted continues the Family Employment Program under the new welfare reform TANF block grant. The United States Department of Health and Human Services has announced that Utah's state plan is complete.

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WELFARE REFORM IN NEW MEXICO

- New Mexico's TANF plan due to federal government no later than July 1, 1997. A proposal by the legislature largely matching the maximum recommendations of the federal guidelines was passed in this last legislative session but vetoed by the governor who will submit his own plan. There is a companion bill requiring legislative input on any plan that is submitted, but this too will likely be vetoed. Human rights advocates are threatening a law suit if this does come to pass.

- Differences in the federal and state proposals:

Federal Proposal	State Proposal
5 year lifetime limit	3 year lifetime limit
2 year exemption from work program	2 mth exemption from work program
Work 20 hrs/week;35hrs in two adult HH	Work 25 hrs/wk;same for two adult

- The state's focus is work-first. Nonexempt applicants must register for employment and complete an appropriate job search activity prior to receipt of benefits. Adult recipients must participate in work, a work program, or community services within two months of receiving benefits. Work experience and community service are non-paid work activities for participants who are unable to obtain employment. Exempt from the work requirement are a parent with a child under age one, for 12 mths, one time only and the disabled or those caring for the disabled.

- Vocational education training is for a maximum of one year only and only 20% of the TANF population can be involved in this activity for the state to meet work participation rates. This is a secondary activity, and if a TANF individual is also working or in a work experience or community service for 25 hrs/week, then they would meet participation rates through this activity rather than the education activity (unfortunately, the state chose a 25 work hour limit instead of 20, which would have been more beneficial to colleges as 20 hours is the limit for most work study programs). ABE/literacy are eligible education programs for those under 20. Teenage heads of household who don't have a high school diploma or GED are automatically counted in the 20% limit on vocational education. TANF participants over 20 may be assigned to GED classes only if a GED is required to obtain employment.

- Major concerns: no access to input into the state plan; availability of jobs in the rural areas; the 25 hour minimum work requirement; and the limit of training to 12 months when today most skilled jobs require more than 12 months of training.

Report from the State of Iowa for the

National State Directors of Community Colleges Spring Meeting

IOWA COMMUNITY COLLEGE ISSUES – 1997-98

Governance

In December 1996, the Iowa Association of Community College Trustees, following a national search, appointed Dr. Gene Gardner as the new executive director. Dr. Gardner, for the past 10 years, has been president of Southeastern Community College in West Burlington, Iowa. Dr. Gardner brings excellent leadership skills and experience to this organization that has been demonstrating deterioration over the past several months. As evidence of his work, the association has demonstrated a united front of all 15 community colleges in addressing several very difficult issues in the formation of a recommendation for a new community college funding mechanism. Likewise, Dr. Gardner is enhancing and strengthening the relationship between the association and the Iowa Department of Education.

Community College Funding Mechanism

On July 1, 1996, the funding formula that was adopted by the Iowa Legislature in 1987 to identify funding needs and to allocate those funds to Iowa's community colleges, was removed from the Iowa Code. In removing the legislation, the legislature asked the Iowa Department of Education and Iowa's 15 community colleges to develop and recommend a funding mechanism to the Iowa Legislature on or before January 1, 1997. The Department conducted a study that included feedback from Iowa's community college presidents, funding mechanisms used by other state systems, analysis of research on funding issues, and identification of principles which drive the funding process. Ted Stilwill, Director of the Iowa Department of Education, will appoint a committee of community college presidents and others to work with the Department to finalize the funding mechanism by January 1, 1998.

Accreditation Rules and Standards

The Iowa Department of Education is currently in the process of developing rules to implement the state accreditation process for Iowa's 15 community colleges. Legislation in 1993 modified the accreditation process to be integrated with the system used by the North Central Association, including the evaluation cycle. Currently, the Department is working closely with the community colleges in the formation of rules which will implement the process. Criteria that was developed with full participation from the community colleges will be the basis of the new rules and standards. It is anticipated that the rules and standards, with appropriate guidelines, will be completed, approved, and in operation by October 1, 1997.

Joint Programming

Articulation of postsecondary and secondary vocational-technical education courses and programs is continuing to move forward. Jointly administered programs that offer dual secondary and postsecondary credit allow students opportunities to identify and complete technical education in a seamless system. With reducing resources at the secondary level, and rapid technology changes in equipment and staff development, secondary and postsecondary partnerships are essential. Identifying and supporting a funding mechanism to support these partnerships continues to be a challenge.

Public Relations—Regional Visits

Building relations with regional entities such as area education agencies, business and industry, School-to-Work partnerships, secondary schools, workforce development centers, and community colleges continues to be an Iowa Department of Education focus. A series of regional two-day visits were scheduled for every community college area during the year. Department staff had the opportunity to dialogue with representatives from all groups and tour all of the regional partners. Emphasis was placed upon obtaining feedback on the role of vocational education and how the Department could better serve the areas.

Enrollment in Community College Vocational Education

Nearly 30,000 students were enrolled in the Iowa community college vocational programs during the past year. This continues to be an increase from the previous years. Membership in student vocational organizations at the community college level continues to increase. There were seven new vocational-technical education programs approved by the Iowa State Board of Education during the fiscal year. Health and trade and industry programs continue to have the greatest enrollments.

04/11/97--Iowa Department of Education
Division of Community Colleges and
Workforce Preparation
515/281-8260

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BACKGROUND INFORMATION

FLORIDA'S WELFARE REFORM LEGISLATION

WAGES

(Work and Gain Economic Self Sufficiency)

	Work Requirements in Federal Law:	Work Requirements in Florida's WAGES Law:	Recommended Changes to Florida WAGES Law:
1	Unsubsidized employment	Full or Part Time Work No federal or state funds used	Add Registered Apprenticeship Pre-Apprenticeship and Cooperative Education as allowable work activity
2	Subsidized private sector job	1)Work Supplementation - Employer receives TANF check, adds own funds to equal minimum wage, Full-Time. Six (6) months limit. Employer must then hire for 12 months 2) OJT (See #5)	
3	Subsidized public sector job	Same as #2, but employer must be federal, state or local government.	1) Add work study as allowable activity 2) Remove requirement for "same benefits" as a regular employee until person is hired permanently
4	Work experience	WAGES does not differentiate between Work Experience and Community Service	1) Create separate "Work Experience" category, designed for the clients least prepared to work. This activity is a structured work activity, and should also require 10 hours of education/training (see 8, 9, 10, or 11) and sanction for non-compliance. (Total of 30 hours for these clients.) 2) Create separate "community service" category, for those needing less intensive supervision. This is a "show-up and work" activity.
7	Community service programs	Supervised work at a public or private not-for-profit. Pay and number of hours equals TANF check	
5	On the Job Training	Contained in #2 Full-time work, employer receives subsidy for training	
6	Job search and job readiness (6 weeks limit, only 4 can be consecutive	DLES activity prior to referral to WAGES coalition	Add mini assessment of basic skills to aid in more appropriate job referrals.
8	Vocational Educational 12 months limit (20% limitation on the statewide case load, this includes teen mothers)	Vocational training. (This cannot be a program leading to a high school diploma or GED.)	Basic skills education must be addressed. Suggestions provided herein.

Item # 8 should be allowed both as a primary and a secondary (beyond 20 hours) activity, with appropriate support services provided.

For adults, items 8, 9, 10 and 11 should be supported as secondary activities (beyond the 20 hours of work activities from items 1-7.) Recommend WAGES provide referral & support to these services for those choosing to avail themselves of training and education.

9	Jobs skills training directly related to employment	Requires a written contract by employer to hire after training	Allow remedial education as part of the job skills training, without requirements for written contract. (This would address those with a high school diploma/GED, but without basic skills and ESL.)
10	Education (directly related to employment for those without High School diploma or GED)	Can only be used for teens	1) Create a separate category for those over age 19, and; 2) Allow education for those without a high school diploma or GED if; a) it is combined with vocational training and b) will enhance ability to obtain and retain a job, and c) 90% attendance required
11	Attendance at secondary school (for those who have not completed secondary school)	Can only be used for teens "to prepare for employment in an occupation"	1) Create a separate category for those over age 19, and; 2) Allow education for those without a high school diploma or GED if; a) it is combined with vocational training; b) will enhance ability to obtain and retain a job, and c) 90% attendance required
12	Providing child care services for individual engaged in community work experience	Silent	

WELFARE REFORM LEGISLATION

POTENTIAL IMPACT ON FLORIDA'S COMMUNITY COLLEGES

The following is offered as a beginning point for the community college system to develop a composite analysis of the potential impact of welfare reform on our institutions. These issues, and others, will be addressed in our on-going efforts to make the State's Welfare Reform Bill, WAGES (Work and Gain Economic Self Sufficiency), work most effectively to achieve positive, long-range impact.

I. Funding

Though the demand for services arise as can be measured through FTE, the colleges are not funded on growth of FTE, so there are no additional dollars provided through CCPF. The new funding methodology is tied to outcomes, yet the outcomes will take longer to produce, be more difficult to produce (due to the increased severity of the population), require far more support services to produce them and the per FTE funding is inadequate in the first place. To compound these problems there are no start-up funds to begin these staff intensive initiatives. The following factors impact funding.

A. Performance Based Inventive Funding (PBIF)

1. PI students will not be completing programs (drastically reduced numbers).

2. Few WAGES clients will complete programs which take more than 12 months due to this time limit and the 20% caseload restriction. For those who participate in the bootstrap initiative, it will take them many years to complete, because they will be working full-time.

3. Specialized scholarship feeder programs to AS and others that encourage welfare clients to go on through college will no longer be available which will also reduce completion rates.

B. Performance Based Budgeting (PBB)

1. The reduction in program completers will negatively impact the measures for PBB.

2. Negative impact on student enrollment in AA, AS, certificate and ESL.

C. Performance Funding - WAGES - success with WAGES clients will be rewarded, but these standards are not yet developed. There are two ways to earn incentives:

1. Based on a client difficulty index and tied to placement on the job for 6 months.

2. Tied to the type of job the person obtains. This is tied to Occupational Forecast List jobs which are no doubt extremely difficult with WAGES clients, but there is the opportunity to add "other jobs" to the list as approved for WAGES clients by the Jobs and Education Partnership Board (State).

D. Postsecondary Fee Exemptions

The WAGES bill extends postsecondary fee exemptions to WAGES program clients. Colleges continue to earn 1/4FTE, but since they are not paid on increased FTE this does not help defray the cost of extensive services, re-configured programs and start-up costs.

E. PELL Grants --- Multiple Levels of Impact

Fewer students will qualify for Pell grants, because shorter term certificate programs (less than 600 hours) are not eligible. Colleges lose those welfare clients who have been attending school on Pell grants, colleges lose the tuition from those students, and the colleges lose students form long term training programs which in turn negatively impacts PBIF and PBB.

II. Vocational Education

A. It is unclear at this time as to how many referrals will flow to vocational education programs from WAGES. All FTP students will be allowed to continue, but new students who might be most capable of training could be diverted to "work first". The state is allowed 20% of the statewide caseload to be in vocational education. HRS thinks that capacity is beyond our current numbers, but if students aren't referred the capacity is irrelevant.

B. It is clear that vocational programs will need to be more condensed and perhaps broken into smaller components. The limit on vocational education is 12 months for WAGES clients. However, under a Bootstrap program, students may continue their education and colleges need to advise these students in how to access these services.

C. Colleges may need to go out into the community and develop more on-the-job training partnerships with industry.

III. Adult Education - Adult Education must become more integrated with work experience and vocational certificate programs, so that it better serves work goals.

A. Numbers and FTE

1. Initially, it is expected that there will be a decrease in students due to diversion of higher functioning clients to work, desk audits of caseloads, and the referral time delay for HRS staff to set up training for workers to know who to refer.

2. After the above cited initial decrease in numbers of adult education students, there will be a long range increase in students, because HRS will need to achieve the highest work participation rates possible or face huge federal block grant fines ($28 million at end of the first year). A work activity is 20 hours of some work and then could be 20 hours of adult education/vocational prep instruction. These two activities together qualify as a work activity for HRS participation rates. Students who function at a very low level, which is a barrier to work, will need this program.

3. FTE will rise, not only due to the increased numbers of students, but also because contact hours will increase to accommodate the students' need for "work activity" hours in order to maintain eligibility.

4. FTE will also increase due to the need to add additional types of "work adjustment" courses to address the serious work behavior deficiency of the "hard to serve" more difficult welfare client.

B. Student Characteristics

1. Students will have lower test scores, because the higher functioning clients will be diverted to employment and not come to the college programs. Those students who do not have work literacy skills will be the majority of whom will be referred.

2. Some students could be prone to explosive behavior and be resentful of being required to attend 80% of the time (or be sanctioned).

3. Students will likely have more personal problems that will need to be addressed.

C. Access

1. Students will need increased access both in physical locations and in hours (more evenings) to accommodate their need to participate in a "work activity" for 20 hours per week.

2. Students participating in Bootstrap training will also need increased access to night and possibly weekend training.

IV. Curriculum

A. Need to develop additional short-term training programs for quick job placement.

B. Create ways for students to resume job training utilizing the course work already completed – package curriculum that encourages students to continue their education so they can get higher paying jobs.

C. Modify existing curriculum in vocational programs to simultaneously teach basic skills prep.

D. Develop curriculum to training supervisors both with the college for the to-be-developed work experience program and a curriculum to train other public sector entities who will also have supervisors working with public work experience AGES clients. The WAGES bill requires those public work experiences to be supervised.

V. Faculty, Counseling Staff and Others

A. Faculty and various other staff: there will be an increased demand for different kinds of staff. More instruction may require additional and/or different kinds of full-time faculty or more part-time faculty. There will no doubt be an increased demand for vocational and adult education staff.

B. Counseling/Student Advising Staff

Increased need for counseling staff due to multiple problems of WAGES clients and lower functioning client swill need more assistance in mapping career/education paths.

C. Training

1. Training for all affected staff and faculty on how to process and handle WAGES clients.

2. Supervisory training for "work experience" program.

3. Training for vocational faculty on how to teach basic skills as it relates to their specific vocation.

VI. One-Stop Centers

We must work to ensure that the welfare clientele does not displace our regular JEP adult population in need of services. Referrals and linkages will have to be worked out. There will be two types of One-Stops for an undetermined amount of time. College-Based One-Stop Centers will focus on the JEP workforce referrals and must also be prepared to process some welfare clients. The other One-Stop Centers at the HRS/Labor site will deal almost exclusively with welfare clients. This system will be much larger and until both One-Stops can handle their own respective specific tasks, it is not feasible for them to merge. However, it is planned that in the future there will only be one type of One-Stop that can provide access to all services.

VII. Marketing

A. Colleges need to be partners with HRS and DLES in educating the public about the new law and clients' education/career training options.

B. Colleges need to market short-term training to these WAGES populations. If colleges choose not to become involved they risk being viewed negatively as not responding to the community needs. They also risk losing market share of short term training programs to proprietary schools who are eager to establish themselves with workforce boards as viable training entities.

C. Marketing strategies need to be developed to encourage students to utilize bootstrap funding and support services to advance themselves.

VIII. Facilities

A. Increased need for space for short-term program courses and adult education courses which will also be at peak college credit times.

IX. New Program Development

A. Need to develop a new type of "work experience" for WAGES clients and others who need this type of intensive shaping of work behaviors in a work environment.

SHORT-TERM "JOB-TRAINING: PROGRAMS WITH CAREER LADDER POTENTIAL

1.	Certified Nursing Assistant	LPN/RN
2.	Patient Care Assistant	LPN/RN
3.	Certified Living Assistant	Human Services Worker Drug/Alcohol Counselor Rehabilitation Assistant
4.	Computer Repair	Computer Eng. Tech.
5.	Modern Office Technician	Word Processing Technician Legal Secretary Medical Secretary Desktop Publishing
6.	Air Conditioning Helper	HVAC Technician/Service Technician
7.	Institutional Cooking	Culinary Apprentice
8.	Automotive Technology	Automotive Service Manager Automotive Repair Specialist
9.	Correctional Officer	Law Enforcement
10.	Dental Assisting	Dental Hygienist
11.	Accounting Applications	Accounting
12.	Business Data Processing	Computer Science
13.	Small Business Management	Business Management
14.	Promotion Management	Marketing
15.	Office Assistant	Office System Technician
16.	Travel & Tourism	Hospitality Management
17.	Manufacturing Assistant	Manufacturing Technology
18.	Boatbuilding	Manufacturing Technology

Welfare Reform in Colorado

Colorado has been well behind other states in developing a plan for implementing the federal welfare reform legislation. After the president signed the Personal Responsibility and Work Opportunity Reconciliation Act in the summer of 1996, Colorado officials began a lengthy series of public hearings throughout the state, intended to solicit public input for the preparation of the state plan for welfare reform and necessary legislation to implement that plan.

At last count, 40 states, the territory of Guam, and the District of Columbia had submitted plans. As of April 10, 1997, Colorado has not yet released a draft plan for public comment, much less submitted it to the federal government. The state legislature continues to debate welfare reform legislation. Bills has been passed by the house and the senate, which have significant differences. It is not clear that the two houses (dominated by republicans but not veto proof) will be able to resolve their differences. Depending upon the nature of the final bill, if any, the governor (a democrat) may veto it. The state Department of Human Services, is attempting to wait until a final welfare bill is signed by the governor before proceeding with a state plan. This could make it difficult to meet the federal July 1 deadline.

One (if not the) major issue in the Colorado welfare debate has been the power of the counties versus the state. In Colorado, the welfare system has historically been county controlled with a relatively weak state agency. The house welfare bill would allow the counties almost total control over welfare, including the right to set eligibility criteria and benefit levels. This would probably lead to significant differences in benefits between counties, leading people to shop for the best benefits. The senate bill requires that all counties adhere to state mandated minimum benefits, and, generally, imposes more state-level restrictions on the operation of the welfare system than does the house.

Even though there is some uncertainty in Colorado at the moment, many key issues have been decided. These are outlined on the following page.

Prepared for the 1997 AACC Convention by H. Clay Whitlow, Vice President for Educational Services, Colorado Community College and Occupational Education System, 1391 Speer Blvd., Suite 600, Denver, CO 80204

Key Provisions of TANF Compared to "Colorado Works"

TANF	COLORADO
• Administering Agency.	Colorado Dept. of Human Services
• Effective Date.	July 1, 1997
• Lifetime limit 60 months.	60 months
• By August 22, 1997, states must require parents or caretakers who are not working after two months of receiving benefits to participate in community service employment unless the Governor opts out of this requirement.	No community service requirement.
• Parents or caretakers must engage in work, as defined by the state, within twenty-four months of receiving assistance or when they are ready, which ever comes earlier.	Same
• Different treatment for out-of-state families. States have the option to treat families from out-of-state differently than state residents with respect to eligibility rules and benefit levels	At this time, Colorado has no plans to treat interstate immigrants differently.
• Benefits to legal non citizens.	Colorado intends to provide benefits to legal non citizens.
• Benefits to drug felons. Individuals convicted of a drug-related felony are ineligible to receive benefits unless a state opts out of this provision.	Drug felon cannot receive benefits unless present evidence of taking steps toward rehabilitation, e.g., entering an approved drug treatment program.
• Drug Testing.	No.
• Allow Individual Development Accounts for purposes of accumulating funds to pursue postsecondary education, purchase a home, or start a business. Funds in such accounts will not be counted in determining eligibility for federal assistance.	Counties may adjust eligibillity asset limits to encourage savings accounts by participants.
• Family Cap. Although federal law is silent on capping benefits to recipients who have additional children, 19 states have enacted such caps.	Colorado does not plan to have a family cap.
• State subsidized employment.	No.
• Tax credit for employers of participants	Yes. Colorado legislation proposes that for taxable years beginning on or after January 1, 1998, an employer of any person receiving benefits may receive a credit for not more than two years, against the income tax in the amount of 20% of the employer's annual investment in various services, such as child care

WELFARE REFORM
IN THE
CALIFORNIA COMMUNITY COLLEGES

Currently 140,000 AFDC Recipients Attend the Community Colleges

- Less than 20,000 are GAIN participants
- Over 120,000 attend through their own initiative
- Program enrollment
  - 56% are enrolled in vocational programs
  - 29% are enrolled in some basic skills courses
- Student characteristics
  - 4 out of 5 are female
  - average age 28
  - 25% do not have a high school diploma
  - carry an average of 9 units a semester, higher than other students
  - at least 43% are working while attending school
  - receive supportive services and financial aid at much higher rates than other students
  - 3,400 are in work/study programs
- Student performance
  - pursue and receive degrees and certificates at higher rates than students in general
  - complete their coursework at rates similar to other students
  - earn grade point averages at only slightly lower rates to students in general
- Earnings gain for former AFDC students **(Table 1)**
  - 194% increase in earnings for AFDC students three years after earning a certificate compared to a 34% increase for other students
  - 248% increase in earnings for AFDC students three years after earning a degree compared to a 40% increase for other students

There are Three Roles that the Community Colleges Can Play in Welfare Reform

1. Ensure that students who are enrolled in a community college full-time and working towards a degree or certificate that leads to employment; or are enrolled half-time in a degree or certificate program that leads to employment and are in a

work activity half-time, will be able to stay in college and finish their educational program. Enable students to participate in activities that count towards the work participation requirement such as work study, work experience, internships, community service, etc.

2. Provide short-term intensive education and training programs, job readiness skills, and job placement for future recipients who are not job ready and are referred to the community colleges by the county welfare departments.

3. Provide education and training to enable former welfare recipients who were placed into immediate lower wage employment, to increase their skills and training for family supporting employment.

For Community Colleges, the Challenges are to:

- Establish close coordination and communication with the county welfare offices, EDD, One-Stop Career Centers, nonprofit organizations, etc.

- Establish close linkages with business and industry to determine job training needs, develop training programs that meet those needs, and place former students into employment.

- Determine whether the demand for education and training for welfare recipients will increase or decrease and adjust services and instructional programs accordingly.

- Redesign or develop new short-term intensive curricula, open entry/exit programs, job readiness and life skills classes, and concurrent enrollment programs of basic skills or English as a Second Language with job training.

- Ensure that students have child care.

- Expand activities such as work study, work experience, community service, and internships that count towards the federal work participation requirements and provide practical experience in preparation for employment.

- Determine how existing student support programs and services can be better coordinated to meet the needs of welfare recipients.

- Establish a tracking system for AFDC students attending the colleges.

Table 1. EARNINGS GAIN FOR CALIFORNIA COMMUNITY COLLEGE (CCC) STUDENTS, 1991 to 1994

	n	Average Annual Income 1991	1994	Change 1991-94	% Change
CCC STUDENTS IN 1991					
ON AFDC and Working While Enrolled	12,213	$3,212	$7,098	$3,886	121%
NOT ON AFDC and Working While Enrolled	490,397	$18,163	$21,614	$3,451	19%
CCC STUDENTS IN 1991 WHO STUDIED SPECIFIC VOCATIONAL PROGRAMS					
ON AFDC and Working While Enrolled	3,257	$3,918	$13,101	$9,183	234%
NOT ON AFDC and Working While Enrolled	39,837	$15,455	$21,776	$6,321	41%
CCC STUDENTS IN 1991					
ON AFDC and Working While Enrolled					
.01 - 11.99 Units	3,968	$3,229	$7,023	$3,794	118%
12 - 23.99 Units	1,207	$3,502	$7,985	$4,483	128%
24+ Units	1,821	$3,892	$8,842	$4,950	127%
Certificate	750	$4,958	$14,576	$9,618	194%
AA or AS Degree	1,260	$4,452	$15,474	$11,022	248%
NOT ON AFDC and Working While Enrolled					
.01 - 11.99 Units	204,788	$20,775	$24,286	$3,511	17%
12 - 23.99 Units	55,111	$18,878	$22,427	$3,549	19%
24+ Units	94,559	$17,262	$20,956	$3,694	21%
Certificate	4,994	$18,189	$24,355	$6,166	34%
AA or AS Degree	16,662	$12,066	$16,832	$4,766	40%
CALIFORNIA					
Average Weekly Earnings		$482	$515	$33	7%
Hourly Earnings		$11.87	$12.44	$0.57	5%
Average Hours per Week Worked		40.60	41.40	0.80	2%
Personal Income per Capita		$20,877	$22,353	$1,476	7%
Consumer Price Index		136.7	146.6	9.9	7%

Sources: Chancellor's Office, California Community Colleges, 1997; Economic Report of Governor, 1996; EDD; DSS.

NOTES: Students are those who left community college after 1991-92 and did not return by 1994-95.

Income is reported on EDD Unemployment Insurance Wage Records. AFDC status is reported by DSS.

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Legislative Policy Issues Related to Community Colleges and Welfare Reform

- Allow community college students who are enrolled in college, are making satisfactory progress, and are in programs that lead to employment, to finish their educational program. (SB 169, AB 1164, SB 1232)

- Allow community college education and community college activities such as work study, cooperative education (work experience), internships, community service, and other related activities, to count towards the work requirement. (SB 169)

- In complying with the federal work participation rate limitation that no more than 20% of those in vocational education can count towards the work participation rate, apply the 20% figure to the caseload, rather than 20% of those meeting the work participation rate. (SB 169)

- Provide resources for additional community colleges services and programs for welfare recipients. (SB 166, SB 167, SB 168, AB 621, Governor's Budget)

- Require that county welfare departments provide to community colleges data that will allow community colleges to identify AFDC students at their college, and have follow-up employment data on former AFDC students.

Current Efforts to Track Community College Students into Employment

- All community colleges have data on the earnings of former students by occupational area their first year out of college and their third year out of college beginning with those students who left the colleges in 1991-92.

- As a result of SB 645, the first performance accountability "report card" will be published by March 31, 1998. It will contain information on the former participants of college education and training programs, their earnings before and after program participation, their employment rate, length of employment retention and other factors. This information will be available at the colleges and through the One-Stop Career Centers.

- Many individual college programs track employment data on their former students. For example,
  - The nine-week Truck Driving Training Program at Merced College has a 90% placement rate.
  - The Basic Education-Office Skills Program at San Diego Community College District place 71% of their students within 90 days.
- For program planning purposes, colleges are utilizing Labor Market Inventory (LMI) information provided by EDD to determine which of their current and future programs are in demand in the local labor market.

New York

Welfare Reform: Roles that Education Can Plan

Taken from Briefing with New York Commissioner of Education

April 1997

Issue: Welfare recipients generally do not have the education or work readiness skills needed for long-term employment success.

- Over half of adult welfare recipients do not have a high school diploma or General Equivalency Diploma (GED); an estimated 40 percent read at less than an eighth grade level.

- As a by-product, raising the educational level of parents raises the educational achievement of children, helping to break the cycle of poverty.

New York

Welfare Reform: Roles that Education Can Play

Taken from Briefing with New York Commissioner of Education

April 1997

Issue: All teen parent heads of households under age 20 will be required to pursue a diploma or GED if they lack a high school diploma or equivalent.

- An estimated 36,000-40,000 teenage parents may be affected by this new requirement. (Exact figures are not available.)

- Welfare recipients age 17-21 currently read, on average, at the sixth grade level.

- New York can expect an increase in the number of people who will pursue a GED.

New York

Welfare Reform: Roles that Education Can Play

Taken from Briefing with New York Commissioner of Education

April 1997

Issue: As many as 200,000 legal immigrants may lose eligibility for federal welfare benefits under the new law.

- National research shows that when legal immigrants who are welfare recipients gain citizenship, they are far less likely to require welfare benefits.

- It is estimated that as much as $800 million may be required for State-funded welfare assistance (under the home relief or safety net program) for legal immigrants.

New York

Welfare Reform: Roles that Education Can Play

Taken from Briefing with New York Commissioner of Education

April 1997

Issue: Employers best benefit from employees who have received sufficient technical preparation for sustained employment. Without adequate education, these individuals will likely remain underemployed or will return to unemployment.

- Attaining a postsecondary credential is one of the most significant factors in finding growth employment opportunities. In New York State, individuals with a postsecondary credential have the highest rate of labor force participation.

- City University of New York (CUNY) colleges enroll over 20,000 public assistance recipients. High growth occupations in the New York City region, where the bulk of public assistance recipients live, will require postsecondary education.

New York

Welfare Reform: Roles that Education Can Play

Taken from Briefing with New York Commissioner of Education

April 1997

Issue: Child care is essential for welfare recipients to participate in education, training and vocational rehabilitation programs leading to employment.

- An estimated 770,000 children are in families receiving public assistance. Child care demand will expand as the numbers of adult recipients required to participate in mandated work activities increases dramatically over the next five years.

New York

Welfare Reform: Roles that Education Can Play

Taken from Briefing with New York Commissioner of Education

April 1997

Issue: The demand for GED testing is anticipated to increase significantly as teenage parents and welfare recipients seek a GED as a means of obtaining and retaining employment.

- Demand for testing could expand from 19,000 to 50,000 students.